

***Course Book***

**English for Information Technology**

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# 1. Course coordinator and list of teachers on this course

## 1.1 Course coordinator

1- Name of the Course: **English for Information Technology**

2- Lecturer\ tutor in charge: **Mr. Omed Hassan**

3- Department\ Branch and the college: Science Department \ Computer Science

4- Contacts:

- Address: **University of Human Development / Sulaimania**

- E-mail: aramteesside@yahoo.co.uk

## 1.2 Other participant Lecturers:

……………………….

# 2. Course Overview

English has proven to be the language of science and commerce in to day’s world; being able to write, read and speak the language has become a necessity, especially to the academic community. The language plays a great role in the academic development of anyone, to the extent that without it the development will be extremely slow. This course encompasses many important aspects of the language that would be necessary to students that seek to complete higher and further education.

Computer Science relies on the language very much since all the major programming languages used, and researches done, are done in English. It is very important that students of computer science are able to read, write and speak in English.

This course provides very good linguistic foundations to students who would like to study computer science. Students will be taught English grammar, speaking and writing skills which will greatly improve their chances of success. In this course students will be taught how to write and present topics scientifically. They will also be taught speaking and reading techniques as well as computer science related vocabularies that will facilitate their study.

## 2.1 Course objectives

The language of teaching in the College of Science and Technology is English; being able to use the language effectively has a direct positive impact on the results that students achieve. The objective of this course is simply to provide a good foundation of English to students at the start of their four year journey. The topics of this course are mainly provided by the Ministry of Higher Education and Scientific Research with some extra topics added by the lecturer.

**The aims of the course are to:**

1. Develop the ability to use English effectively for the purpose of practical and scientific writing and communication.
2. Form a reasonable base for the skills required for further study or employment using English as the medium.
3. Develop an awareness of the nature of language and language-learning skills, along with skills of a more general application.
4. Promote students’ personal development through guiding and opportunity provision in order to explore their own abilities so that they become more self confidence.
5. Familiarize students with some of the English terms and vocabularies that they might be in need to use through the course of their study.

**At the end of this course students should learn:**

1. The some of the most important components of the English language such as grammar and punctuation.
2. How to formulate sentences, paragraphs, and eventually short and long writings.
3. What is scientific writing and how to write letters, CVs, job applications, and reports.
4. How put together grammatically correct sentences and express them in a correct way.
5. How to conduct interviews, answer telephones and express agreement and disagreements.
6. How to organize presentations and deliver them in an effective may. Students will also lean how to make a presentation attractive and to the point by learning how to use visual aids in their presentation.
7. Techniques of translation and the word order in different languages.
8. The most used computer science related vocabularies and the concepts of computer its related hardware and software

# 3. Course reading list

## 3.1 Books:

1. [Infotech: English for computer users (Student's Book) 4th Edition](http://library.nu/docs/CYHRUQJ789/Infotech%3A%20English%20for%20computer%20users%20%28Student%26%23039%3Bs%20Book%29%204th%20Edition)  
   Santiago Remacha Esteras
2. English grammar in use (4th edition)
3. TechTalk, Better English through reading in science and technology. Felixa Eskey, 2005.
4. Rapid Review, English Grammar, Jean Praninskas.

## 3.2 Web references

1. <http://www.uefap.com/listen/listfram.htm>
2. <http://blocs.xtec.cat/itenglish>
3. <http://www.ego4u.com/en/cram-up/grammar>
4. <http://www.usingenglish.com>
5. <http://a4esl.org>

### 3.3 Conferences and Journals

1. <http://www3.telus.net/linguisticsissues/thai.html>
2. <http://www.hltmag.co.uk/sep00/sart6.htm>
3. <http://www.lingolex.com/simplepast/allverbs.htm>

# Syllabus

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Title of the subject** | **weeks** | **Tutor’s name** |
|  | **Chapter One:** ***Basics and Grammar***   1. English as a second language 2. Basics of English 3. Recognizing subjects 4. Recognizing verbs 5. Recognizing complement 6. Simple and Compound Sentences 7. Complex and compound complex 8. English grammar tenses:  * Present simple * Past simple * Present progressive (continuous) * Past progressive (continuous) * Present perfect * Past perfect * Future simple * Future continuous | 3 | Mr. Omed Hassan |
|  | **Chapter Two:** ***Writing practices***   1. What is scientific writing? And how to start 2. Punctuation 3. Short writing and making notes 4. Curriculum vitae 5. A letter of job application 6. Writing reports 7. The research article abstract (functions, content and organization, grammar and style, vocabulary). | 3 | Mr. Omed Hassan |
|  | **Chapter Three: *Speaking and formulating sentences***   1. Importance of communication 2. Expressing request 3. Telephoning, answering phone, numbers 4. Discuss problems and decide what action to take. 5. Participating in Interviews: background information. 6. Socializing. 7. Conducting an Interview. Words that join ideas. | 2 | Mr. Omed Hassan |
|  | **Chapter Four:** ***Presentation skills***   1. Ways of organizing a presentation. 2. Seminar skills. 3. Making a good introduction of a presentation. 4. Key features of an effective presentation. 5. Effective ending to a presentation. 6. Visual aids. | 3 | Mr. Omed Hassan |
|  | **Chapter Five:** ***Translation skills***   1. word order 2. Verbal noun, gerund. 3. imperative, compound nouns 4. Long subject followed by short predicate; concord of the verb \"to be\". | 2 | Mr. Omed Hassan |
|  | **Chapter Six:** ***Reading and listening skills***   1. Listening Practice: Agreement and disagreement. 2. Reading Practice: prediction, skimming, scanning, deducing unknown words | 2 | Mr. Omed Hassan |
|  | **Chapter Seven: *English for computer***   1. Introduction to computer 2. The internet and the worldwide web 3. Operating system 4. Wireless technology 5. Database application | 2 | Mr. Omed Hassan |

# Syllabus Details

### Chapter 1: Basic and Grammar

Lecturer/tutor’s name: Omed Hassan

***Objective:***

This subject has been included in to the syllabus so that students understand:

1. the importance of English language in science and commerce
2. The basic building blocks of English language
3. The most important and used English grammar rules
4. How to use these rules to compose sentences
5. Ways to develop English kills through internationally recognized bodies.

***The Scientific contents:***

In this chapter students will be familiarized with the importance of the English language in both science and commerce. It will introduce students to the basic building blocks of the English language. This chapter is mainly revision and practice of previous knowledge of the language that students have gained through out their secondary and post secondary education. It will encourage students to refresh and update their basic knowledge of English.

1. English as a second language

* The importance of English, and how widely it is used.
* English the language of science and technology.

1. Basics of English

* Pronouns and nouns
* Present forms of BE and other “verb to be” words and their use with pronouns
* Object forms of pronouns
* Different types of words such as nouns, verbs, adjectives and adverbs
* The use of **a**, **an** and **the**.

1. Recognizing subjects

* How to use subject in a sentences and how to recognize it.

1. Recognizing verbs

* Action verbs
* Linking verbs
* Auxiliary verbs

1. Recognizing complement

* Direct Object
* Indirect Object
* Predicate Nominatives
* Predicate Adjectives

1. Simple and Compound Sentences

* Distinguish between simple and compound sentences.
* How to use them in the daily conversation.

1. Complex &compound complex sentences.

* Distinguish between complex and compound complex sentences
* How to use them in the daily conversation.

1. English grammar tenses

* Present simple(Form, use, negative and question)
* Past simple(Form, use, negative and question)
* Present continuous (Form, use, negative and question)
* Past continuous (Form, use, negative and question)
* Present perfect (Form, use, negative and question)
* Past perfect (Form, use, negative and question)
* Future simple (Form, use, negative and question)
* Future continuous(Form, use, negative and question)

***Main references of the subject:***

1. <http://www.britishcouncil.org/learning-elt-future.pdf>
2. <http://www.nald.ca/library/learning/academic/english/grammar/speech/module5.pdf>
3. <http://www.e-grammar.org/present-simple-continuous>

### Student's feedback on the subject

Date: Course: Year: Lecturer/ tutor:

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Evaluation Questions** | **Subject's Level**  **1-5** | **Subjective Remarks** |
| 1 | The objectives and key messages of the subject were clear |  |  |
| 2 | The contents of the subject were useful and related to the main objectives of the course |  |  |
| 3 | The materials were prepared carefully as needed |  |  |
| 4 | The lecturer/ tutor while lecturing tried to analyze the principles, contents and the important points of the subject simply and properly. |  |  |
| 5 | The lecturer/ tutor while lecturing kept my attention. |  |  |
| 6 | The lecturer/ tutor came into the classroom on time and was committed to the duration of the lecture. |  |  |
| 7 | The lecturer's behavior in the classroom was calm and respectful. |  |  |
| 8 | The slides used in the lecture were clear and attractive. |  |  |
| 9 | At the end of the lecture, the lecturer gave the students a chance for questions and comments. His/ her answers were complete. |  |  |
| 10 | The reading sources are new and compatible with the subject. |  |  |
|  | Total of the levels |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Standards to evaluate the level of the contents | | | | |
| 1 | 2 | 3 | 4 | 5 |
| Very bad | Bad | Medium | Good | Very good |

### Chapter 2: Writing practices

Lecturer/tutor’s name: Omed Hassan

***Objective:***

This subject has been included in to the syllabus so that students understand:

1. How to write in a scientific way.
2. Different types of writings.
3. How to formulate sentences and express views in writings.
4. Structure of scientific reports.
5. Punctuations, quotations and references.

***The Scientific contents:***

This chapter concentrates on the writing aspect of the subject using English language. Students will be introduced to different methods of writing and emphasizing the scientific characteristics of writing. Different forms of writings will be analyzed for special features and purposes. The key messages of this chapter can be summarized in the following points.

1. What is scientific writing? And how to start

* Characteristics of scientific writing
* Content of scientific writing

1. Punctuation

* The use of commas, end points and semi-colons
* Capital letters, sentences and paragraphs.

1. Short writing and making notes

* Purpose of short writings
* Styles of short writings

1. Curriculum vitae

* What is curriculum vitae
* Structure and content of CV
* Types of CV

1. A letter of job application

* Structure and purpose of a job application
* Types of job application
* Things to write and not to write in a job application.

1. Writing reports

* What is a report
* Why report is written
* How to write a report
* Structure and style of report

1. The research article abstract (functions, content and organization, grammar and style, vocabulary

**Main references of the subject:**

1. <http://www.biochem.arizona.edu/marc/Sci-Writing.pdf>
2. <http://www.worcester.ac.uk/movingon/Academic%20writing.pdf>

### Student's feedback on the subject

Date: Course: Year: Lecturer/ tutor:

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Evaluation Questions** | **Subject's Level**  **1-5** | **Subjective Remarks** |
| 1 | The objectives and key messages of the subject were clear |  |  |
| 2 | The contents of the subject were useful and related to the main objectives of the course |  |  |
| 3 | The materials were prepared carefully as needed |  |  |
| 4 | The lecturer/ tutor while lecturing tried to analyze the principles, contents and the important points of the subject simply and properly. |  |  |
| 5 | The lecturer/ tutor while lecturing kept my attention. |  |  |
| 6 | The lecturer/ tutor came into the classroom on time and was committed to the duration of the lecture. |  |  |
| 7 | The lecturer's behavior in the classroom was calm and respectful. |  |  |
| 8 | The slides used in the lecture were clear and attractive. |  |  |
| 9 | At the end of the lecture, the lecturer gave the students a chance for questions and comments. His/ her answers were complete. |  |  |
| 10 | The reading sources are new and compatible with the subject. |  |  |
|  | Total of the levels |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Standards to evaluate the level of the contents | | | | |
| 1 | 2 | 3 | 4 | 5 |
| Very bad | Bad | Medium | Good | Very good |

### Chapter 3: Speaking and formulating sentences

Lecturer/tutor’s name: Omed Hassan

***Objective:***

This subject has been included in to the syllabus so that students understand:

1. How to express ideas and viewpoints
2. Make effective presentation
3. Ways to discuss problems and suggest solutions
4. Answering questions and asking questions and a professional manner.

***The Scientific contents:***

This chapter will concentrate on the speaking aspect of the language. Students will be encouraged to use the language to express their opinions and view as well as hold interviews and answer requests and questions. This chapter will provide the opportunity to students to improve their verbal and communication skills. The followings are the key scientific messages of this chapter.

1. Importance of communication

* Communication skills required for professionals
* Types of communications
* Ways of communication
* Characteristics and styles of communications

1. Expressing request

* How to express interest in something
* How to ask for information
* How to request something

1. Telephoning, answering phone, numbers

* How to answer phones
* Types of answer and the way they expressed
* Ways of expressing numbers, dates and times

1. Discuss problems and decide what action to take.

* Understanding problems
* Analyzing and discussing problems
* How to express opinions, views and solutions regarding the problem

1. Participating in Interviews: background information.

* How to prepare for interviews
* What to do and to say during an interview
* How to end an interview and the importance of follow up

1. Socializing.

* Importance of socializing
* Introducing yourself or someone else
* Opening up conversations

1. Conducting an Interview. Words that join ideas.

**Main references of the subject:**

1. <http://windward.hawaii.edu/facstaff/dagrossa-p/ssci193v/articles/EffectiveCommunication.pdf>
2. <http://www.talkenglish.com>

### 

### Student's feedback on the subject

Date: Course: Year: Lecturer/ tutor:

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Evaluation Questions** | **Subject's Level**  **1-5** | **Subjective Remarks** |
| 1 | The objectives and key messages of the subject were clear |  |  |
| 2 | The contents of the subject were useful and related to the main objectives of the course |  |  |
| 3 | The materials were prepared carefully as needed |  |  |
| 4 | The lecturer/ tutor while lecturing tried to analyze the principles, contents and the important points of the subject simply and properly. |  |  |
| 5 | The lecturer/ tutor while lecturing kept my attention. |  |  |
| 6 | The lecturer/ tutor came into the classroom on time and was committed to the duration of the lecture. |  |  |
| 7 | The lecturer's behavior in the classroom was calm and respectful. |  |  |
| 8 | The slides used in the lecture were clear and attractive. |  |  |
| 9 | At the end of the lecture, the lecturer gave the students a chance for questions and comments. His/ her answers were complete. |  |  |
| 10 | The reading sources are new and compatible with the subject. |  |  |
|  | Total of the levels |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Standards to evaluate the level of the contents | | | | |
| 1 | 2 | 3 | 4 | 5 |
| Very bad | Bad | Medium | Good | Very good |

### 

### Chapter 4 presentation skills:

Lecturer/tutor’s name: Omed Hassan

***Objective:***

This subject has been included in to the syllabus so that students understand:

1. What is presentation
2. Why presentations are made
3. How to make a presentation

***The Scientific contents:***

This chapter will teach students the importance of presentations. There are various ways of preparing and making presentations, students will be taught the most effective ways. Students will also be taught the styles and structure of presentations. Some of the scientific key messages of this chapter are:

1. Ways of organizing a presentation.

* How to decide on the topic of the presentation
* How to collect data and information for the presentation
* How to structure the presentation

1. Seminar skills.

* What is seminar and how different is it from lectures
* What are the skills required for holding seminars
* Preparation seminars

1. Making a good introduction of a presentation.

* Characteristics of a good introduction
* Making the first impression
* Catch audience attention

1. Key features of an effective presentation.

* How to keep audience attention
* Simplicity and logical order of the presentation
* Body language and humour.

1. Effective ending to a presentation.

* What to do and to say at the end of the presentation
* Importance of summaries

***Main references of the subject:***

1. <http://www.see.ed.ac.uk/~gerard/Management/art1.html>
2. <http://www.presentationmagazine.com/Essential_Presentation_skills.htm>

### Student's feedback on the subject

Date: Course: Year: Lecturer/ tutor:

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Evaluation Questions** | **Subject's Level**  **1-5** | **Subjective Remarks** |
| 1 | The objectives and key messages of the subject were clear |  |  |
| 2 | The contents of the subject were useful and related to the main objectives of the course |  |  |
| 3 | The materials were prepared carefully as needed |  |  |
| 4 | The lecturer/ tutor while lecturing tried to analyze the principles, contents and the important points of the subject simply and properly. |  |  |
| 5 | The lecturer/ tutor while lecturing kept my attention. |  |  |
| 6 | The lecturer/ tutor came into the classroom on time and was committed to the duration of the lecture. |  |  |
| 7 | The lecturer's behavior in the classroom was calm and respectful. |  |  |
| 8 | The slides used in the lecture were clear and attractive. |  |  |
| 9 | At the end of the lecture, the lecturer gave the students a chance for questions and comments. His/ her answers were complete. |  |  |
| 10 | The reading sources are new and compatible with the subject. |  |  |
|  | Total of the levels |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Standards to evaluate the level of the contents | | | | |
| 1 | 2 | 3 | 4 | 5 |
| Very bad | Bad | Medium | Good | Very good |

### Chapter 5: Translation skills

Lecturer/tutor’s name: Omed Hassan

***Objective:***

This subject has been included in to the syllabus so that students understand:

1. What is translation
2. Ways and procedures of translating
3. Word order in English translation

***The Scientific contents:***

This chapter will teach students the techniques that are required for translating texts from English to Kurdish and vise versa. Students will be given practical assignments to use the techniques learnt in the chapter. The scientific messages of this chapter are:

1. Translation techniques

* What is translation and how to translate a text
* Pitfalls and features of translation
* Tips for translation

1. word order

* The ways words should be arranged and ordered in during a translation

1. Verbal noun, gerund.
2. imperative, compound nouns
3. Long subject followed by short predicate; concord of the verb \"to be\".

***Main references of the subject:***

1. <http://wps.pearsoncustom.com/wps/media/objects/3388/3469470/ch41.pdf>
2. <http://www.uhv.edu/ac/efl/pdf/verbsgerunds.pdf>
3. <http://englishteachingmaterials.com/strategiesforlearningenglishasaforeignlanguage.aspx>

### Student's feedback on the subject

Date: Course: Year: Lecturer/ tutor:

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Evaluation Questions** | **Subject's Level**  **1-5** | **Subjective Remarks** |
| 1 | The objectives and key messages of the subject were clear |  |  |
| 2 | The contents of the subject were useful and related to the main objectives of the course |  |  |
| 3 | The materials were prepared carefully as needed |  |  |
| 4 | The lecturer/ tutor while lecturing tried to analyze the principles, contents and the important points of the subject simply and properly. |  |  |
| 5 | The lecturer/ tutor while lecturing kept my attention. |  |  |
| 6 | The lecturer/ tutor came into the classroom on time and was committed to the duration of the lecture. |  |  |
| 7 | The lecturer's behavior in the classroom was calm and respectful. |  |  |
| 8 | The slides used in the lecture were clear and attractive. |  |  |
| 9 | At the end of the lecture, the lecturer gave the students a chance for questions and comments. His/ her answers were complete. |  |  |
| 10 | The reading sources are new and compatible with the subject. |  |  |
|  | Total of the levels |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Standards to evaluate the level of the contents | | | | |
| 1 | 2 | 3 | 4 | 5 |
| Very bad | Bad | Medium | Good | Very good |

### Chapter 6: Reading and listening skills

Lecturer/tutor’s name: Omed Hassan

***Objective:***

This subject has been included in to the syllabus so that students understand:

1. How to read and techniques of reading
2. Listening and pronunciation of words

***The Scientific contents:***

This chapter is mainly about practicing how to read and understand what one listens to. Students will be exposed to a number of conversations and will be encouraged to understand it and then discuss the topic amongst them. Some content of this chapter are:

1. Pronunciation practice

* How to recognise sounds and express different types of words
* The importance of pronunciation in achieving the end result

1. General comprehension

* Ways to figure out the meaning of what you hear and read
* The importance of correctly understanding what you hear.

1. Listening Practice: Agreement and disagreement.

* Ways of expressing agreement and levels of agreement
* Ways of expressing disagreement and levels of disagreement

1. Reading Practice: prediction, skimming, scanning, deducing unknown words

***Main references of the subject:***

1. [**http://www.onestopenglish.com/skills/**](http://www.onestopenglish.com/skills/)
2. [**http://esl.about.com/od/englishreadingskills/a/rtp\_listen.htm**](http://esl.about.com/od/englishreadingskills/a/rtp_listen.htm)

### Student's feedback on the subject

Date: Course: Year: Lecturer/ tutor:

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Evaluation Questions** | **Subject's Level**  **1-5** | **Subjective Remarks** |
| 1 | The objectives and key messages of the subject were clear |  |  |
| 2 | The contents of the subject were useful and related to the main objectives of the course |  |  |
| 3 | The materials were prepared carefully as needed |  |  |
| 4 | The lecturer/ tutor while lecturing tried to analyze the principles, contents and the important points of the subject simply and properly. |  |  |
| 5 | The lecturer/ tutor while lecturing kept my attention. |  |  |
| 6 | The lecturer/ tutor came into the classroom on time and was committed to the duration of the lecture. |  |  |
| 7 | The lecturer's behavior in the classroom was calm and respectful. |  |  |
| 8 | The slides used in the lecture were clear and attractive. |  |  |
| 9 | At the end of the lecture, the lecturer gave the students a chance for questions and comments. His/ her answers were complete. |  |  |
| 10 | The reading sources are new and compatible with the subject. |  |  |
|  | Total of the levels |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Standards to evaluate the level of the contents | | | | |
| 1 | 2 | 3 | 4 | 5 |
| Very bad | Bad | Medium | Good | Very good |

### Chapter 7: English for computer

Lecturer/tutor’s name: Omed Hassan

***Objective:***

This subject has been included in to the syllabus so that students understand:

1. Basic computer components and vocabulary
2. What is internet and the importance of the web
3. What is system software tools and application
4. What is system hardware parts and functions

***The Scientific contents:***

This chapter steps out of the main theme of this course and will give students some basic knowledge of computer. Students will learn about computer technology .and its use in the daily routing.

1. Introduction to computer

* What is computer
* What are the main components of computer
* The importance of computer to human life

1. The internet and the worldwide web

* What is the internet
* How it is work
* What is domain
* Structure of the web
* Upload and download

1. Operating system

* What is OS
* Features of OS
* Operations of OS

1. Wireless technology

* What is wireless
* Types of wireless transmission media such as Bluetooth, satellite and etc...

***Main references of the subject:***

* 1. [**http://www.learn4good.com/languages/english\_for\_computers/index.htm**](http://www.learn4good.com/languages/english_for_computers/index.htm)
  2. [**http://www.english4it.com**](http://www.english4it.com)

# 6. Exams

The assessment of this course is **50% mid-term exams and quizzes, 50% final exam.**

**First 50% breakdown**

1. Quizzes worth **30% of the total mark**. There will be 7 quizzes each worth 2 marks. 2 marks will be awarded for daily participations.
2. There will be a mid-term exam worth **20% of the total mark**.

## Final exam (50% of the total mark)

* The type of the final exam will be Composition of grammar, comprehension, writing questions.
* There will be at least five questions, if there are more only five will be counted towards the final mark. The duration of the exam is **3 hours**.
* Each question will be worth **20%** of the exam mark.

### Exam hints and preparations

* + Give yourself plenty of time to revise everything, the key is preparation.
  + The environment should be quite and free of distraction. Make sure you understand the topics.
  + Try to write short notes and review the material before you go to sleep
  + Read the questions twice and if you are unsure of anything, don’t just ignore it, please ask.
  + Think carefully before answering and plan the answer on a separate paper if that helps your memory.
  + The answer should contain preface, main contents and conclusion.
  + Eat healthily, give yourself at least 10 minutes of brake for every hour of study, and make sure you drink water regularly.

### The day before the examination

* Review the material using abbreviated notes not the lecture slides they are too long.
* Practise some exam questions and make sure you know the answer for them. Exam questions will be provided towards the end of the course.
* Know the location and time of the exam. Plan to arrive early.
* Make sure you have eaten before the exam.
* Make sure you have some good sleep before the exam

### Samples of the expected questions and their answers

**Note /**

**The questions below are just short samples more will be expected from students to pass their final exam.**

**Q1 Put in the correct verb forms.**

**1.We………..the bank manager this afternoon. (see)**

**2.’I…………..you’re crazy.’ ’I…………….’(think; see)**

**3.’What….……about?’ ’Life. ’(you/think)**

**4. Why……..…at me? (that woman/look)**

**5.She……………...your sister. (look like)**

**6.I…….……..that she doesn’t like me. (feel)**

**Answer Q1**

**Q1 Put in the correct verb forms.**

**1.We………..the bank manager this afternoon. (see)**

**-We are seeing the bank manager this afternoon.**

**2.’I…………..you’re crazy.’ ’I…………….’(think; see)**

**-’I think you’re crazy.’ ’I see’**

**3.’What….……about?’ ’Life. ’(you/think)**

**-’What are you thinking about?’ ’Life.**

**4. Why……..…at me? (that woman/look)**

**-Why is that woman looking at me?**

**5.She……………...your sister. (look like)**

**-She looks like your sister.**

**6.I…….……..that she doesn’t like me**

**Q2**

Change the sentence below to each of the grammar conditions listed

**I drink water in a glass.**

1- Past simple

2- Present perfect

3-Present continuous

4-Question (present simple)

5-Future simple

**Q2 Answers**

1. I drank water in a glass
2. I have drunken water in a glass
3. I am drinking water in a glass
4. Do I drink water in a glass
5. I will drink water in a glass

Q3

Provide the Kurdish meaning of the words listed below, and give an example for each. Make sure that your examples are grammatically correct

1- **Benefit** 2- **Enable** 3- **Reputation** 4- **Confess** 5- **Cruel**

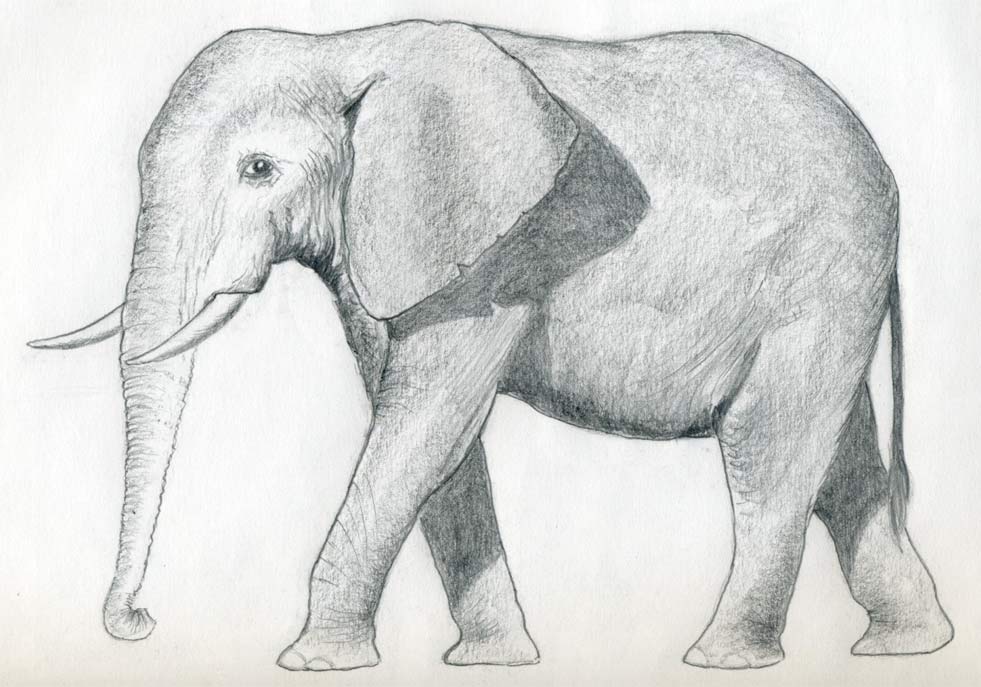
**Q3 Answers**

1. **قازانج Reading will benefit me.**
2. **توانا پێدان Driving enable me to move freely.**
3. **ناوبانگ He has a good reputation.**
4. **دانپێدانان I confess I made a mistake.**
5. **بێبەزەیی The man was cruel to the child.**

Q4

Below is a picture of an Elephant; use the picture and your own knowledge to write a paragraph

(4-6 lines) about an Elephant.



Q4 Answer

Elephant is an animal that lives in a wild. It is a plant eater. It has a long nose that is used for drinking water and grabbing plants for mouth feeding. It had two big and wide ears leaning towards back. Elephant possesses two long and sharp horns which are used for fighting and protection. Elephant is clever and can remember things. It is strong and can be domesticated and be used as transport.

**Q5**

Read the paragraph below and provide the overall meaning of the paragraph in Kurdish.

**It is true that the Olympic Games are now commercialised and there is greed and drug abuse. However, it is a competition in which every country in the world takes part. Every four years, for a brief moment, we see these countries come together in peace and friendship. We feel hope again for the future of mankind.**

Q5 Answers

ڕاستە کە یاریەکانی ئۆلۆمپیک بە بازرگانی کراون وە بەکارهێنانی مادەی بێهۆشکەرو چاوچنۆکی تێدایە، بەڵام سەرەڕای ئەمانە ئوڵۆمپیک پێشبڕکێیەکە کە زۆبەی ووڵاتان تێیدا بەشداری دەکەن. هەموو چوارساڵێک جارێک بۆ ماوەیەکی کەم دەبینن کە ئەم ووڵاتانە بەیەک دەگەن لە کەشێکی ئاشتی و هاوڕێیانەدا. هەموو هەست بە ئومێدو هیوا دەکەین بۆ مرۆڤایەتی جارێکی تر.

**Q6**

Explain the difference between

**B1) Memory and CPU**

**B2) CV and Application Form**

**B3) Abstract and conclusion**

**B4) Input and Output devices**

# 7. External Examiner

From now on every course should have its own external examiner with identified roles.

The one who can play the role of an external examiner should:

* Have an academic post with the scientific rank of assistant Professor and higher.
* He/she should be an active, reputable and experienced academic staff in his field or a related field to the course.
* He/she should have not participated in lecturing or administering of the course.

The roles of the external examiner are:

* Evaluating the contents and the program of the course.
* Prior to the exam, he/she should contribute to choosing the questions and looking at the ideal answers.
* Evaluating the process of the examinations: he/she should see all the marked exam papers, then choose randomly nine marked papers: three with high marks, three with medium and three with low marks.
* Evaluating the students' feedbacks
* He/she should participate in the final meeting of the first round examinations committee and give his assessment on the entire course and the examination process, then to give his opinion about the final results.
* He/she should participate in the final meeting of the second round examinations committee and should have a main vote on those problems that may face them.
* Then the lecturer/ tutor in charge will respond to the external examiner's questions and will reply officially to all the questions and clarify the reasons.

# 8. Student's Feedback on the Course

Date: Course: Year: Lecturer/ tutor:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Evaluation Questions** | | **Subject's Level**  **1-5** | **Subjective Remarks** |
| 1 | The objectives and key messages of the subject were clear | |  |  |
| 2 | The contents of the subject were useful and were related to the main objectives of the course | |  |  |
| 3 | The coordinator teacher had worked hard to prepare the materials | |  |  |
| 4 | The coordinator teacher had worked hard to cooperate and prepare the course | |  |  |
| 5 | The lecturers were carefully selected and were expert in their fields | |  |  |
| 6 | The coordinator teacher gave a good attention to the students' criticisms and claims | |  |  |
| 7 | Information on the Examination process was well provided | |  |  |
| 8 | The questions of the exams were related to the contents of the course. | |  |  |
| 9 | Total of the levels | |  |  |
| 10 | There is a potential to promote and develop the course in the following areas: |  | | |
|  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Standards to evaluate the level of the contents | | | | |
| 1 | 2 | 3 | 4 | 5 |
| Very bad | Bad | Medium | Good | Very good |